



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11481385
SAU: Sanford School Department
School: Carl J Lamb School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

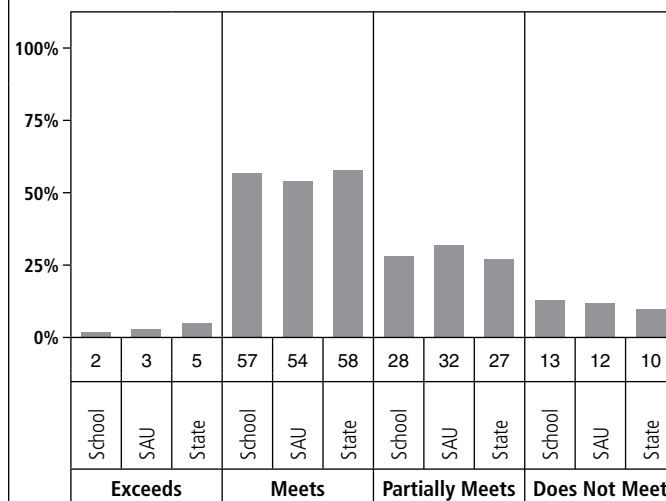
SAU: Sanford School Department

School: Carl J Lamb School

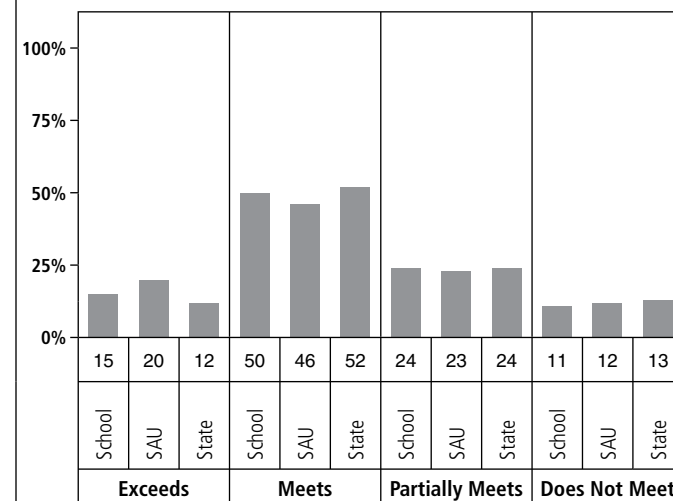
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	540	542	544
2006–2007	544	543	544
2007–2008	543	543	545
Cum. Avg. *	542	543	544
Mathematics			
2005–2006	545	547	543
2006–2007	550	548	546
2007–2008	547	547	546
Cum. Avg. *	547	547	545
ELA – Writing			
2005–2006			
2006–2007	541	540	541
2007–2008	535	536	538
Cum. Avg. *			

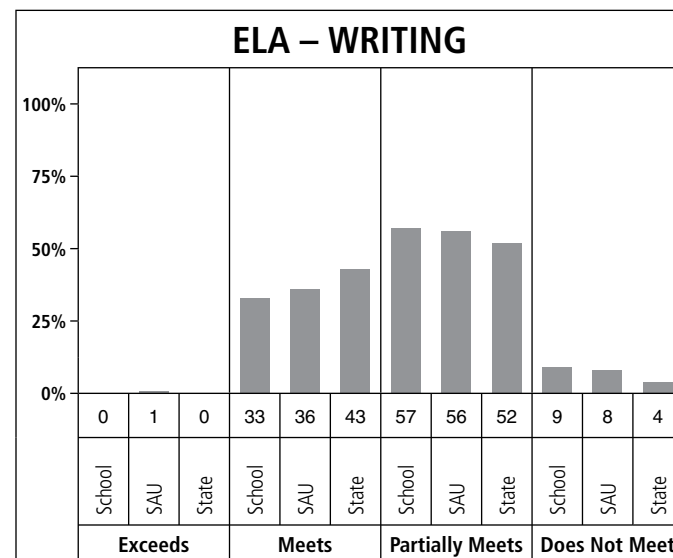
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Sanford School Department
School: Carl J Lamb School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	55	100	201	100	14240	100	55	100	201	100	14157	100	55	100	201	100	14156	100					55	100	200	100	14107	99		
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0	0	0	388	96		
American Indian or Native Alaskan	1	2	1	0	118	1	1	100	1	100	118	100	1	100	1	100	118	100					1	100	1	100	118	100		
Asian or Pacific Islander	3	5	4	2	201	1	3	100	4	100	199	99	3	100	4	100	199	99					3	100	4	100	197	98		
Hispanic	1	2	3	1	178	1	1	100	3	100	170	97	1	100	3	100	174	99					1	100	3	100	171	97		
Caucasian/White	50	91	193	96	13339	94	50	100	193	100	13274	100	50	100	193	100	13267	100					50	100	192	99	13233	99		
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0		
Identified disability	22	40	51	25	2555	18	22	100	51	100	2528	99	22	100	51	100	2526	99					22	100	50	98	2507	99		
Current LEP	4	7	5	2	337	2	4	100	5	100	328	97	4	100	5	100	334	99					4	100	5	100	323	96		
Economically disadvantaged	24	44	110	55	5574	39	24	100	110	100	5528	99	24	100	110	100	5531	99					24	100	110	100	5504	99		
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100		

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	53	144	72	11042	78	30	55	146	73	11006	77							30	55	146	73	11127	78
Identified disability (PET/IEP)	1	3	5	3	396	4	2	7	6	4	404	4							2	7	6	4	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	0	0	1	1	134	1	0	0	1	1	133	1							0	0	1	1	136	1
Participation with accommodations	25	45	56	28	2974	21	24	44	54	27	3014	21							24	44	53	26	2845	20
Identified disability (PET/IEP)	20	80	45	80	1996	67	19	79	44	81	1986	66							19	79	43	81	1925	68
LEP	4	16	4	7	175	6	4	17	4	7	189	6							4	17	4	8	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	4	7	13	766	26	1	4	6	11	801	27							1	4	6	11	710	25
Participation through alternate assessment (PAAP)	1	2	1	0	136	1	1	2	1	0	136	1							1	2	1	0	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	1	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Sanford School Department
School:	Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	3	1	721	5
	2006-2007	0	0	5	2	702	5
	2007-2008	1	2	5	3	659	5
	Cum. Total*	1	1	13	2	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	34	50	122	50	7571	53
	2006-2007	54	70	130	56	7730	55
	2007-2008	31	57	108	54	8195	58
	Cum. Total*	119	60	360	53	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	22	32	78	32	4343	30
	2006-2007	16	21	72	31	4182	30
	2007-2008	15	28	64	32	3800	27
	Cum. Total*	53	27	214	32	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	12	18	39	16	1628	11
	2006-2007	7	9	25	11	1419	10
	2007-2008	7	13	23	12	1362	10
	Cum. Total*	26	13	87	13	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.2	58.8	28.1	58.5	29.2	60.8
Literary Text	24	50	14.7	61.3	14.7	61.3	15.0	62.5
Informational Text	24	50	13.4	55.8	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Sanford School Department
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	1	2	31	57	15	28	7	13	543	200	3	54	32	12	543	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	3										4						197	5	64	23	8	546
Hispanic	1										3						167	2	47	37	14	542
Caucasian/White	49	1	2	27	55	14	29	7	14	543	192	2	53	33	12	543	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	6	29	9	43	6	29	535	50	0	26	42	32	535	2392	0	26	42	31	536
No	33	1	3	25	76	6	18	1	3	548	150	3	63	29	5	546	11624	6	65	24	5	547
Current LEP																						
Yes	4										5	0	100	0	0	548	319	1	36	34	29	537
No	50	1	2	27	54	15	30	7	14	543	195	3	53	33	12	543	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	23	0	0	11	48	7	30	5	22	539	109	0	41	41	17	540	5454	2	48	35	15	541
No	31	1	3	20	65	8	26	2	6	546	91	5	69	21	4	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	54	1	2	31	57	15	28	7	13	543	200	3	54	32	12	543	14011	5	58	27	10	545
Gender																						
Female	17	1	6	11	65	2	12	3	18	546	93	2	59	28	11	544	6766	7	62	24	8	546
Male	37	0	0	20	54	13	35	4	11	542	107	3	50	36	12	542	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										24	0	33	38	29	537	1751	1	35	44	21	538
No	51	1	2	30	59	15	29	5	10	544	176	3	57	31	9	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	3										10	30	70	0	0	556	464	27	71	2	1	557
No	51	1	2	28	55	15	29	7	14	542	190	1	53	34	12	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Sanford School Department
 School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 56 39 0	0 0 1	0 0 5	0 14 17	0 47 81	0 14 1	0 47 5	3 2 2	100 7 10	519 542 547	3 76 21 1	0 3 2 0	20 52 67 0	20 36 19 0	60 9 12 100	528 543 544 528	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 56 19 6	1 0 0 0	9 0 0 0	4 23 4 0	36 77 40 0	4 6 3 2	36 20 30 67	2 1 3 1	18 3 30 33	544 547 536 530	28 53 16 4	5 2 0 0	48 65 32 29	38 25 45 43	9 8 23 29	544 545 538 535	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	28 58 9 4	1 0 0 0	7 0 0 0	12 18 1 0	80 58 20 0	2 8 3 1	13 26 60 50	0 5 1 1	0 16 20 50	552 542 536 521	24 57 17 3	9 1 0 0	70 56 30 20	19 31 52 40	2 12 18 40	550 543 538 532	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 83 8	0 1 0	0 2 0	3 24 3	60 56 75	1 13 1	20 30 25	1 5 0	20 12 0	540 543 550	20 69 11	0 3 5	53 53 62	38 33 19	10 11 14	542 544 543	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	23 49 28	0 0 1	0 0 7	4 16 10	33 62 67	4 9 2	33 35 13	4 1 2	33 4 13	534 544 547	18 55 26	0 1 8	28 59 63	47 33 17	25 7 12	537 544 546	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	11 81 6 2	1 0 0 0	17 0 0 0	3 26 2 0	50 59 67 0	1 13 0 1	17 30 0 100	1 5 1 0	17 11 33 0	548 543 539 538	14 62 12 13	7 2 0 0	63 57 46 38	26 30 42 38	4 11 13 23	547 544 540 540	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	15 21 63	0 0 1	0 0 3	3 8 20	38 73 61	3 2 9	38 18 27	2 1 3	25 9 9	540 544 545	28 28 44	0 0 6	44 61 59	43 30 25	13 9 11	541 543 545	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	100 0 0 0	0 	0 	0 	0 	0 	0 	1 	100 	518 	25 25 0 50	0 0 0	0 0 0	0 100 100	100 0 0	518 540 535	 	 	 	 	 	

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Sanford School Department
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	3	4	32	13	1415	10
	2006-2007	14	18	35	15	1711	12
	2007-2008	8	15	40	20	1617	12
	Cum. Total*	25	13	107	16	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	42	62	120	50	6503	45
	2006-2007	43	56	124	53	6778	48
	2007-2008	27	50	91	46	7284	52
	Cum. Total*	112	56	335	50	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	16	24	67	28	3945	28
	2006-2007	14	18	50	22	3884	28
	2007-2008	13	24	45	23	3341	24
	Cum. Total*	43	22	162	24	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	7	10	23	10	2434	17
	2006-2007	6	8	23	10	1683	12
	2007-2008	6	11	24	12	1778	13
	Cum. Total*	19	10	70	10	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.2	61.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.8	55.7	7.6	54.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	2.6	52.0	2.2	44.0
Cluster 4: Patterns	14	29	8.5	60.7	8.6	61.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Sanford School Department
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	8	15	27	50	13	24	6	11	547	200	20	46	23	12	547	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	3										4						198	16	59	15	11	549
Hispanic	1										3						173	5	45	30	20	541
Caucasian/White	49	6	12	25	51	12	24	6	12	545	192	19	46	22	13	547	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	21	1	5	6	29	8	38	6	29	535	50	2	24	34	40	532	2390	2	29	34	35	534
No	33	7	21	21	64	5	15	0	0	554	150	26	53	19	3	552	11630	13	57	22	8	548
Current LEP																						
Yes	4										5	60	40	0	0	563	330	4	36	27	33	536
No	50	6	12	25	50	13	26	6	12	545	195	19	46	23	12	547	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	23	3	13	9	39	6	26	5	22	541	109	14	40	28	18	543	5461	5	46	30	19	541
No	31	5	16	18	58	7	23	1	3	551	91	27	52	16	4	553	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	54	8	15	27	50	13	24	6	11	547	200	20	46	23	12	547	14015	12	52	24	13	546
Gender																						
Female	17	3	18	9	53	2	12	3	18	546	93	24	41	23	13	547	6767	11	51	24	13	546
Male	37	5	14	18	49	11	30	3	8	547	107	17	50	22	11	547	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										24	8	46	33	13	543	1755	1	37	39	23	538
No	51	8	16	27	53	10	20	6	12	547	176	22	45	21	12	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	3										10	90	10	0	0	569	464	58	40	2	0	564
No	51	6	12	26	51	13	25	6	12	545	190	16	47	24	13	546	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	1	33	2	67	517	3	20	0	20	60	526	5	6	39	29	25	539
B. less than one hour	56	4	13	15	50	8	27	3	10	546	76	20	47	22	11	548	66	12	52	24	12	546
C. one to two hours	39	4	19	12	57	4	19	1	5	551	21	19	48	24	10	548	26	12	55	23	11	547
D. more than two hours	0										1	0	0	0	100	526	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	6	27	12	55	3	14	1	5	552	41	26	56	9	9	552	38	16	56	19	8	549
B. They match some of what I have learned.	41	2	9	11	50	7	32	2	9	546	43	21	41	24	14	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	15	0	0	3	38	2	25	3	38	534	14	4	32	46	18	538	10	6	37	32	24	539
D. There is no match.	4	0	0	1	50	1	50	0	0	545	2	0	50	50	0	546	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	7	37	10	53	2	11	0	0	556	32	41	46	8	5	557	31	24	54	14	8	552
B. good	44	1	4	12	50	7	29	4	17	543	46	14	47	25	13	545	47	8	55	25	12	545
C. fair	15	0	0	5	63	3	38	0	0	545	18	3	39	39	19	538	19	2	43	35	20	539
D. poor	6	0	0	0	0	1	33	2	67	518	5	0	50	30	20	536	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	0	0	3	38	3	38	2	25	538	13	4	38	38	19	539	18	5	42	30	22	540
B. about the same as my regular schoolwork	61	3	9	20	61	7	21	3	9	547	68	19	51	19	11	548	66	11	55	23	11	547
C. easier than my regular schoolwork	24	5	38	4	31	3	23	1	8	552	19	34	32	24	11	550	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	43	2	9	13	57	4	17	4	17	544	25	16	49	22	12	546	21	10	48	26	16	544
B. two or three days a week	22	4	33	5	42	2	17	1	8	551	33	21	45	18	15	547	36	13	54	23	10	547
C. two or three times each month	19	1	10	6	60	3	30	0	0	551	33	23	42	24	11	549	27	12	54	23	11	547
D. never or almost never	17	1	11	3	33	4	44	1	11	542	10	16	47	32	5	547	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	30	1	6	9	56	4	25	2	13	545	18	11	47	31	11	545	7	12	44	25	19	543
B. two or three days a week	35	4	21	11	58	3	16	1	5	552	41	26	48	16	10	550	30	13	53	23	11	547
C. two or three times each month	26	3	21	6	43	2	14	3	21	544	29	22	50	17	10	549	34	12	54	23	10	547
D. never or almost never	9	0	0	1	20	4	80	0	0	538	12	8	25	42	25	537	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	2	33	1	17	2	33	1	17	544	6	27	36	18	18	546	7	7	40	25	28	539
B. 30–45 minutes	20	0	0	4	36	4	36	3	27	535	16	0	35	29	35	536	31	7	49	29	15	543
C. 45–60 minutes	28	2	13	6	40	5	33	2	13	546	21	14	36	33	17	544	40	12	55	23	10	547
D. more than 60 minutes	41	4	18	16	73	2	9	0	0	553	58	27	53	17	3	552	23	18	54	19	9	549
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	530	25	0	0	100	0	530						
B.	0										25	0	0	100	0	536						
C.	0										0											
D.	0										50	0	0	100	0	540						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Sanford School Department
School:	Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	1 0	1 1	0 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	44 18	57 33	114 72	49 36	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	30 31	39 57	111 111	48 56	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 5	3 9	6 15	3 8	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	9.9	49.5	10.1	50.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.1	42.5	5.3	44.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.7	58.8	4.8	60.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Sanford School Department
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	18	33	31	57	5	9	535	199	1	36	56	8	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	3										4						196	2	55	42	2	541
Hispanic	1										3						170	0	29	62	9	535
Caucasian/White	49	0	0	16	33	28	57	5	10	534	191	1	36	56	8	535	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	1	5	15	71	5	24	528	49	0	4	67	29	527	2372	0	12	72	16	529
No	33	0	0	17	52	16	48	0	0	539	150	1	47	52	1	538	11600	0	50	48	1	539
Current LEP																						
Yes	4										5	0	60	40	0	544	319	0	30	58	12	533
No	50	0	0	16	32	29	58	5	10	534	194	1	36	56	8	535	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	23	0	0	6	26	14	61	3	13	533	109	0	31	57	12	534	5435	0	32	61	7	535
No	31	0	0	12	39	17	55	2	6	536	90	1	42	54	2	538	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	54	0	0	18	33	31	57	5	9	535	199	1	36	56	8	536	13967	0	43	52	4	538
Gender																						
Female	17	0	0	10	59	6	35	1	6	539	93	0	53	43	4	539	6750	1	55	43	2	540
Male	37	0	0	8	22	25	68	4	11	533	106	1	22	67	10	533	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										24	0	17	83	0	533	1745	0	26	69	5	534
No	51	0	0	18	35	28	55	5	10	535	175	1	39	52	9	536	12227	0	46	50	4	538
Gifted/talented program																						
Yes	3										10	10	80	10	0	546	464	2	74	23	0	545
No	51	0	0	16	31	30	59	5	10	534	189	0	34	58	8	535	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Sanford School Department
 School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	1	33	1	33	1	33	529	3	0	40	40	20	531	5	0	29	57	14	533
B. less than one hour	56	0	0	8	27	19	63	3	10	534	76	1	34	57	9	535	66	0	44	52	3	538
C. one to two hours	39	0	0	9	43	11	52	1	5	537	21	0	45	52	2	537	26	0	45	52	3	538
D. more than two hours	0										1	0	0	100	0	536	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	26	0	0	6	43	7	50	1	7	535	20	0	51	38	10	537	25	1	54	42	3	540
B. good	46	0	0	8	32	15	60	2	8	536	51	1	41	54	4	538	50	0	46	51	3	538
C. fair	24	0	0	4	31	8	62	1	8	534	26	0	20	71	10	533	22	0	29	65	6	535
D. poor	4	0	0	0	0	1	50	1	50	519	4	0	0	71	29	524	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	19	0	0	3	30	7	70	0	0	535	15	0	31	62	7	534	14	0	33	56	10	535
B. about that same as my regular schoolwork	63	0	0	11	33	17	52	5	15	534	74	1	40	51	8	536	65	0	45	52	3	538
C. easier than my regular schoolwork	17	0	0	4	44	5	56	0	0	538	11	0	23	73	5	535	21	0	45	51	4	538
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	532	25	0	0	100	0	532						
B.	0										25	0	0	100	0	528						
C.	0										0											
D.	0										50	0	0	100	0	532						